S
613.705
M26M;h
SAN.
1979

PLEASE RETURN

MAHPER NEWSLETTER

MONTANA ASSOCIATION OF HEALTH
PHYSICAL EDUCATION & RECREATION

JANUARY 1979

PRESIDENT:

DAVID OBERLY
101 10TH ST. W.
BILLINGS, 59102
(248-7421)

EDITOR:

SPENCER SARTORIUS, CONSULTANT
HEALTH AND PHYSICAL EDUCATION
OFFICE OF PUBLIC INSTRUCTION
HELENA, 59601
(1-800-332-3402 OR
449-2500)

STATE DOCUMENTS COLLECTION

DEC 12 1986

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

HAPPINESS IS . . .

FEELING PHYSICALLY FIT

NORTHWEST REGIONAL AAHPER CONVENTION - BILLINGS

APRIL 12-14, 1979

Montana State Library
3 0864 1006 2588 1

FROM SPENCE:

I want to congratulate Past President Helen Chrest and her Executive Board for the excellent 1978 MAHPER Convention held in Helena. This was the best attended State Convention Montana has hosted. I feel our profession is really on the upswing right now and I know MAHPER President Dave Oberly will keep it heading that direction.

I have taken over the job as MAHPER Newsletter Editor and I hope to make this an informative, interesting and worthwhile means of communication for all of us involved in physical education, health and recreation. I want to encourage all of you to submit information you would like to share and I will put it in our newsletter. Things like workshops, future events, curriculum ideas, classes, etc. should be shared and this newsletter is one way.

This issue of the MAHPER Newsletter is being sent to all health and physical education teachers in the public schools, in addition to all MAHPER members. All following editions will only by sent to MAHPER members. I would encourage all of you who are not current MAHPER members to use the application form provided in this newsletter and join our professional organization. The dues of only five ($5.00) dollars per year are well worth it.

At this time, the Office of Public Instruction is involved in four workshops this summer. Additional information on these and others will follow in later bulletins but for those making early summer plans, the workshops are:

May 5-7:	Shooting Sports and Outdoor Education Workshop, Big Timber, Camp on the Boulder (Date Tentative)
June 10-15:	Golf Workshop, Laurel
June 11-15:	Outdoor Education Workshop, Livingston, Luccock Park Camp
June 11-15:	Tennis Workshop, Bozeman

MONTANA ASSOCIATION OF HEALTH, PHYSICAL EDUCATION AND RECREATION MEMBERSHIP APPLICATION FORM

Mr. (1)
Ms. (2)_____ Home Phone _____
(Print) Last First Middle

Home Address _____
Street City State Zip Code

Business Address _____
School or Agency City State Zip Code

Type of Membership [Check One]
Professional __(1) $5
Student __(2) $3

Previous MAHPER Member [Check One]
Yes __(1)
No __(2)

AAHPER Member [Check One]
Yes __(1)
No __(2)

Teaching Level [Check One]
Elementary __(1)
Secondary __(2)
College __(3)
Government __(4)
Student __(5)
Administration __(6)

Main Areas of Interest
Elementary PE __(01)
Secondary PE __(02)
College PE __(03)
Special Ed. PE __(04)
Girls/Womens Ath. __(05)
Mens/Boys Ath. __(06)
__(07)
Health Education __(08)
Intramurals __(09)
Recreation __(10)
Athletics __(11)
Dance __(12)
Student __(13)

_____
Date

Make checks payable to: MAHPER
PLEASE DETACH AND MAIL TO: Emilee DeKam, Box 13, Pinecrest, Clancy, Montana 59634

PRESIDENT'S MESSAGE--DAVE OBERLY

Congratulations to Helen Chrest (President), DeeAnna Stalnaker (Convention Manager), and the 1978 MAHPER Convention Committee for the excellent job in putting on one of the best conventions (possibly the best) in the history of MAHPER. A total of 242 people attended the meeting which I believe is a record for attendance.

The convention was highlighted by guest speaker Mrs. Baker, mother of John Baker, who the feature film presentation was about. For those of you who were unable to attend, this highly inspirational and emotional film is available to MAHPER members free by contacting Spencer Sartorius. The film has been shown all over the world and tells the story of a young physical education instructor who was dying of cancer. The courage he had in coping with his illness and inspiring his students will be long remembered.

New Board Members:

Elected for terms of office at the recent convention were:

Pat Wetzel, Laurel Junior High	President-Elect
DeeAnna Stalnaker, Carroll College	Health and Safety
Mike Fisher, Manhattan High School	Physical Education
Rick Kendall, Missoula Elem. Phys. Ed. Dist. #1	Recreation
Deb Agnew, Billings Elementary Phys. Ed.	Secretary (appointed)

In order to have an effective organization, the membership is encouraged to communicate with the board members as to suggestions and criticisms you may have. The board is presently working on compiling a list of potential speakers and topics for next year's convention and would appreciate your input.

1979 Convention "Get It Together In 79"

At the postconvention board meeting, we discussed possible locations for next year's convention. It was suggested by some members that we should hold the meeting at a camp setting. Past workshops which have been co-sponsored by OPI and other groups have been very successful with facilities of this type. Holding the convention at a camp site is only an alternative suggetion as compared to a college or school location. If you have any feelings and suggestions about this please notify Dave Oberly, Billings Public Schools (248-7421).

SQUARE FOOT PROGRAM:

Montana AHPER is involved in the AAHPER Square Foot Program which is a fund raising drive to help build a new national headquarters building.

Presently, AAHPER is housed in the NEA Building with high rent and overcrowded conditions. NEA has informed AAHPER that we must move because NEA needs the space.

AAHPER owns land just outside of the Washington, D.C. city limits and is involved in construction of a new building. Margaret Coffee, President, and the Board of Governors are asking districts, associations, states, groups and individuals to help with the construction of the building by purchasing a square foot (feet) of the floor space. The cost of each square foot is $47.00 with a projected cost of 1½ Millon Dollars (present day price) for the entire building.

Each state has been given a quota of feet to sell based on their AAHPER membership. Montana's quota is 23 and hopefully we will be able to reach our goal.

I have appointed Roger DiBrito as our Square Foot coordinator who will be contacting you in the near future.

Roger's address is: Elementary Physical Education Department
District #1 - 215 So. 6th West
Missoula, Montana 59801
Phone 728-4000

PL 94-142:

By now most of you have probably heard the terms "PL 94-142" and "Section 504". These numbers represent the federal identification numbers for the new special education laws which guarantee an equal and appropriate education for all handicapped students. Physical education and recreation are the only two disciplines which are mentioned in 94-142 as areas of emphasis. Section 504 requires equal competitive athletic opportunities for the handicapped and requires that all architectural barriers be removed from old buildings and eliminated from new construction.

Both laws have caused mixed emotions with many physical educators. Pl 94-142 has caught many of us unprepared to meet the needs of our students. Section 504 makes us aware of another aspect of interscholastic competition in a state which has been traditionally concerned with offering opportunities only to the gifted, primarily in basketball.

For years, the physical education profession has at times been criticized for not offering students opportunities to take part in programs with scientific backing. 94-142 is enabling us to become more objective in our approach to teaching by giving us the knowledge and tools to help meet the individual needs of all of our students whether they are part of the majority education program or a program for exceptional children.

We are required through the Individual Education Program (IEP) process to diagnose the abilities of our special students and to prescribe goals, objectives and activities to meet their needs. This process is not complicated and can be applied to all of our students. Some districts across the nation have been doing this for years. An example is Tacoma, Washington, where their Director, Stan Jacobson, has developed individual programs in each of the activity areas offered to the students. It has been very successful and each student works on his or her own level. Strangely, Tacoma was one of the only districts which did not lose their physical education program when the entire Seattle area was forced to make major budget cut backs four years ago. The reason was that they were offering a program which was concerned with helping individual students.

If you have students who have individual needs and you need some help and ideas on how to design programs for these students, contact Craig Stewart, Project Director, Physical Ed. Project for Exceptional Children, Dept. of Health, Phys. Ed. and Rec., Montana State University, Bozeman, Montana, 59717.

Dave Oberly

PEPI NEWS: By Roger DiBrito

How often have you heard -- "It's just P.E.," "All they do is bounce balls," "They're not a real part of our school," "It's not really teaching," "All they care about is the gym schedule."

Let's face it, specialists have a unique problem in public schools trying to convey their importance to the total curriculum. As P.E. specialist we have a selling job to do on ourselves and our programs. The public needs to see just how vital the total P.E. program is to the total school curriculum. We need to show classroom teachers, administrators, school board members and community members at large that we have learned a lot about a complete child in P.E. classes since the time that they went to school. Our program has grown, our philosophy has grown and our dreams have grown. We are no longer content to play a few games, referee a sport and turn a forward roll. Our programs are developmental and sequential and we try very hard to fully develop the abilities of every child in our classes. We aim to help every student become aware of his body, its limits and potentials.

It would seem very valuable to do everything we can, as professional P.E. specialists, to expose our programs to as many people in as many situations as possible. Let's show them what we do, what we can do, and what we'd like to do with their help and support. People won't support what they don't understand. Let's turn that around!! Go for it!

IDEAS FOR NATIONAL PHYSICAL EDUCATION AND SPORT WEEK!!

1. Display Posters (from poster contest) in store windows.
2. P.T.A. Physical Education night - demonstration, parent participation.
3. Have P.E. class run to the Mayor's office - (Mayor proclamations available from Spence.)
4. Parking lot, or Mall demonstrations or shows.
5. Open house - in the gym - make times and class subject available to the newspaper and invite parents and community to drop in.

PEPI SPONSORED ACTIVITIES

CATEGORY OF ENTRIES Poster will be displayed in six categories: K-3, 4-6, 7-9, 10-12, college and special education.

THEME-MEDIA-SIZE Theme - The general theme for the exhibition is "Get Moving America." The poster idea should be related to physical education, sports, physical fitness, dance, athletics, recreation, health, etc. Media - The media should be the choice of the individual student and/or teacher. If chalk is used, poster should be given a spray to protect against smudging. Size - Use poster or construction paper. This may vary in size: 9x12, 12x18, 22x28, 18x26, etc. 12x18 has been suggested as a good size for mailing.

MARKING OF POSTERS Entries for the national exhibition should be clearly marked on the back of the poster in the following manner:

Name of Student _____
Category (Example: 7-9 or K-3) _____
Grade in School _____
Name of School _____
Address of School (Street, City, Zip) _____
Principal of School (First and Last Name) _____
Physical Education Teacher (First and Last Name) _____

"Before March First"

Send the best of each category to: Heather MacKenzie
111 E. Lincoln Bld.
Libby, Montana 59924

CERTIFICATION OF TEACHERS - SPENCER SARTORIUS

This school year, the State Board of Public Education is working to adopt a set of Certification Standards in all curriculum areas. These standards hopefully will give the State Board a "floor" for certifying state teachers. These standardized certification standards will also make it easier for our teachers to be certified in other states should they move.

To develop these certification standards, I have been asked to obtain as much input as possible from various facets of the educational field. In October, a committee met in Helena to work on these standards. They were to provide input and suggestions and return them to me by December. Now, I am sending out the list of standards we started with and their suggestions in this newsletter. I am requesting each of you to review these standards and send to me your suggestions and/or criticism. I hope each of you will take time to do this. Remember, these standards pertain to our undergraduate university problems. We have two areas to deal with as we certify teachers in either Health and Phyisical Education K-12 or in Health. The development and modification of these standards will be an ongoing process over the years.

CERTIFICATION STANDARDS

Health and Physical Education K-12: The following standards pertain to programs for preparing teachers of health and physical education in a comprehensive program:

1. The program shall provide knowledge and understanding of the aims and objectives of health education and physical education in the schools.
2. The program shall provide basic knowledge in the sciences with sufficient preparation for understanding the structure and function of the human body, including an understanding of the principles of human physiology and anatomy, basic body chemistry, microbiology, genetics and ecology.
3. The program shall provide the basic background studies in the behavioral and social sciences pertinent to health and physical education.
4. The program shall develop the skills and the capability to lead students in a wide variety of physical activities such as fundamental motor skills and exercises, gymnastics, individual and dual sports, team sports and games, mass games and activities, rhythms and dance, camping and outdoor recreation.
5. The program shall provide for knowledge and competencies relative to organizing, planning, administering, and evaluating a total program of physical education.
6. The program shall provide prospective teachers with an understanding of:
   a. Personal health and physical fitness including basic understanding of the body and its vital organs.
   b. Community and environmental health including, sanitation and pollution.
   c. Nutrition, including weight control, food fads, and diet supplements.
   d. Emotional and mental health.
   e. Physical, social and emotional health hazards of drugs, alcohol and tobacco.
   f. Physical and emotional aspects of sex.
   g. Communicable diseases (including venereal disease), body defenses and immunization programs.
   h. Common physical and mental exceptionalities and degenerative diseases.
   i. Consumer health including the selection of health products and professional services and the evaluation of advertising.
   j. First aid and emergency care.

k. Safety including outdoor, water, home, industrial and traffic.

7. The program shall provide prospective teachers with competency in developing, promoting, and implementing a school health environment and cooperative relationships with voluntary, community and other official health agencies.

Health: The following standards pertain to programs for preparing teachers of health.

Standard I: The program shall provide knowledge and understanding of the aims and objectives of health education in the schools.

Standard II: The program shall provide basic knowledge of the biological sciences which primarily deal with man and his quest for a healthy life. More specifically, knowledge and understanding should be acquired in human physiology and anatomy, basic body chemistry, microbiology, genetics and ecology.

Standard III: The program shall provide basic background studies in the behavioral and social sciences pertinent to the study of health.

Standard IV: The program shall provide prospective teachers with an understanding of:

a. Personal health and physical fitness including basic understanding of the body and its vital organs.
b. Community and environmental health, including sanitation and pollution.
c. Nutrition, including weight control, food fads, and diet supplements.
d. Emotional and mental health.
e. Physical, social and emotional health hazards of drugs, alcohol and tobacco
f. Physical and emotional aspects of sex.
g. Communicable diseases (including venereal disease), body defenses, and immunization programs.
h. Common physical and mental exceptionalities and degenerative diseases.
i. Consumer health including the selection of health products and professional services and the evaluation of advertising.
j. First aid and emergency care.
k. Safety including outdoor, water, home, industrial and traffic.

Standard V: The program shall provide prospective teachers with competency in developing, promoting and implementing a school health environment and cooperative relationships with voluntary, community and other official health agencies.

THE FOLLOWING ARE RECOMMENDED BY COMMITTEE MEMBERS:

1. Provide knowledge on ethics, professionalism and teacher standards.
2. Provide knowledge on psychology of coaching.
3. Provide knowledge on preventive and corrective physical education.
4. Provide knowledge on multi-media use.
5. Provide knowledge on scientific analysis of sport skills.
6. Provide knowledge on preparing and teaching lessons.
7. Provide practicum experience early in training.
8. Develop capability to observe, analyze, prescribe, and manage student learning in a wide variety of physical activities.
9. Provide knowledge to assess, program and evaluate atypical students in the least restrictive class settings.
10. Provide student teaching on both elementary and secondary levels.
11. Provide knowledge on understanding value processes.

SELF-CARE: LEARNING HEALTH RESPONSIBILITIES by Tom Whiddon, Health and Physical Education Department, University of Montana

The public's health responsibilities have changed extensively since the turn of the century. In 1900, illnesses were usually the result of communicable diseases. Tuberculosis, pneumonia, and enteritis were the three leading causes of death. Many people were plagued with other communicable diseases such as diphtheria, pertusis, measles and mumps. The public was frequently responsible for diagnosing and treating the diseases because doctors were unaccessible. People who did go to doctors found that a neighbor's treatment was often as effective as that of a doctor. The treatments consisted almost exclusively of diuretics, diaphoretics, emetics, opiates, purgatives, externally applied poultices, compresses, oils, and greasy unguents. Some patent medicines were on the market and available to anyone, but the manufacturers of these "secret remedies" made outrageous claims that they would cure almost any ailment. Whether prescribed by a doctor or recommended by a neighbor, the drugs were inadequate in the treatment of communicable diseases.[1]

Today, the public has relinquished much of their health responsibilities to the physician. The physician is viewed as the person who is omnipotent with capabilities to ameliorate almost any disease. This belief has been created largely as the result of the tremendous medical strides in the control of communicable diseases, the sophistication of techniques in treating diseases that plague the public today, and the refinement in patent medicines. Yesterday's dreaded diseases - measles, mumps, pertusis, diphtheria, polio, tetanus, and smallpox - can be prevented with vaccinations. Today's killers - heart disease, cancer, and strokes - are not associated with organisms; but in the public's view, the diseases seem to strike mysteriously. Furthermore, treatment is often extensive, with elaborate surgical procedures. Lastly, drug laws have restricted from the home medicine chest many drugs which are only accessible to the physician.[2]

The health of a nation has become associated with the number of doctors available and sophistication of medical services. Dr. John Knowles, President of the Rockefeller Foundation, warned that the public's continual belief in this association is detrimental for health promotion. While life expectancy at birth did increase from 49.2 years to 70.1 years from 1900 to 1966, as a result of medical science reducing infant and child mortality, life expectancy at age 65 increased only from 11.9 years to 14.6 years. If the American people are to have another major advance in health, Dr. Knowles concluded it should come as a result of "the assumption of individual responsibility for one's health and a necessary change in lifestyle."[3]

Jerome Schwartz, public health specialist, expressed a similar viewpoint after studying the medical practices of the centenarians of the Andes, Northern Pakistan, and the Soviet Socialist Republic of Georgia. He reported:

> Medical care and doctors are not needed for health and longevity. In the three areas of the world, numerous people live to advanced old ages. In these locations many individuals are over 100 years old. . . All three groups use doctors infrequently. . . Longevity of the Abkhasian is said to be due to their tranquility, good air, lack of stress, hard work, and their diet.[4]

For these people self-care is a way of life. Yet the influence of caring for themselves have not been a hindrance to health and longevity; rather, self-care seems to promote well-being.

Self-care can be defined as the " . . . process whereby a lay person functions effectively on his own behalf in health promotion and prevention, disease detection and treatment at the level of the primary health resources in the health-care system."[5]

Self-care health education is responsible for the development of the capabilities to prescribe health-promoting programs, analyze intelligently warning signs and symptoms, and enable one to effectively and efficiently utilize the health-care system. Some of the skills taught in self-care programs include detecting warning signs; taking temperature, pulse, and blood pressure; prescribing exercise, diet, and relaxation programs; performing breast and cervical self-examinations; administering first aid emergency care; learning about the body; understanding the health system; and developing the capabilities to provide direct care.[6]

Several advocates of self-care have established programs to assist in developing health self-reliance. Dr. Keith Sehnert, author of How To Be Your Own Doctor (Sometimes), had developed an "activated patient" course for adults. The course consists of sixteen sessions and has been taught in many areas of the nation. Other programs which are similar to the "activated patient" course are the Intermountain Regional Self-Help Program (Salt Lake City, Healthwise (Boise), University of Arizona Self-Provider Project, Home Treatment Course (Chapel Hill). These and other self-help programs have rejuvenated an interest in the public to be more independent from the medical system.[7]

Some school districts are beginning to envision self-care concepts as components of the school health curriculum. Missoula School District #1 is in the forefront in this movement. The District, Missoula City-County Health Department, and Biological Science Curriculum Studies (BSCS) have applied for a five-year grant with the Kellogg Foundation to develop a health education curriculum based upon self-care principles. BSCS, developer of innovative biology programs, would be overseer responsible for the curriculum development and Missoula School District #1 would be the field test site. One of the essential differences in this curriculum would be a shift from the traditional ideological approach to an experiential approach. Another aspect of the comprehensive health education curriculum is that it would consist of "resource packages" which would allow for integration of the curriculum into various disciplines.

During this century we have traversed from a period when the public practiced self-care, extensively, to a period when individuals became extremely dependent upon physicians. The time has come when the public should be cognitive to their capabilities to ameliorate their well-being through self-care. Dr. George Silver wrote in an indictment against the medical profession, "Medicine is nine-tenths a professionally perpetuated mystery, self-aggrandizement of a sect, a bureaucracy like most bureaucracies interested primarily in its own survival, not the welfare of its clientele. Its original goal may have been to help suffering humanity; today its goal is self-preservation and that at an increasingly luxurious level." By promoting and encouraging self-care programs health educators will be developing a more responsible citizenry who would promote well-being, reduce the cost of health care, increase longevity and increase the responsiveness of the health care system to the needs of the public. Self-care is a movement which should have a tremendous impact on improving the health of this public.

References

1) Beanland, W. "Self-Medication: In Whose Interest? A Pharmacist's View," Royal Society of Health Journal, 94(4):169-172, 1974; 2) Schwartz, J. "Motivating for Health-The Self-Care/Self-Help Concept," Proceedings of Twelfth Annual Meeting of Society of Prospective Medicine at San Diego, 12:74-84, 1977; 3) Knowles J. "The Responsibility of the Individual," Daedalus, 106:57-80, 1972; 4) Schwartz, op.cit; 5) Ibid; 6) Ibid; 7) Green, L., S. Werlin, and H. Schauffler. "Research and Demonstration Issues in Self-Care: Measuring the Decline in Mediococentrism," Background Paper, Conference on Self-Care Programs, Rockville, Md., Arthur D. Little, Inc., Cambridge, Mass. 37pp, 1976; 8) Silver, G. "The 'Care' in self-Care", Consumer Self-Care in Health in NCHSR Research Proceedings Series, U.S. Government Printing Office, Washington, D.C., 10-12pp, 1977.

WINTER SURVIVAL IN YOUR VEHICLE by Curt Hahn, Manager, Traffic and Safety Education, Office of Public Instruction.

Even if you like the weather at this moment wait ten minutes and it will change. Winter weather in Montana is about that unpredictable. And as the weather changes, so will the road conditions. This requires an alert driver. However, anyone can be blown or run off the road when the highways are icy and visibility drops to almost zero. Therefore, if a blizzard traps you, or if you happen to end up in the ditch, or stranded on the road, adhere to the following rules:

1. STAY IN THE CAR. You are more likely to be found there than if you go wandering around in blowing snow and become disoriented.
2. KEEP A WINDOW OPEN a bit for fresh air. Freezing, wet snow can completely seal out oxygen.
3. BEWARE OF CARBON MONOXIDE. Run the engine and heater sparingly, and only with a window open for ventilation. Make sure that snow has not blocked the exhaust pipe.
4. DON'T REMAIN IN ONE POSITION. Clap your hands and move your arms and legs vigorously from time to time.
5. TAKE TURNS KEEPING WATCH. If more than one person is in the car, don't all sleep at the same time. If alone, stay awake.
6. TURN ON THE DOME LIGHT at night to make your car more visible to working crews.
7. BEWARE OF OVER-EXERTION and over-exposure.
8. DO NOT PANIC--STAY WITH THE CAR.
9. BOOZE WON'T HELP. A bottle of booze is not a good survival item. Alcohol causes dilation of blood vessels close to the skin speeding up loss of body heat.

If you would like a handy brochure entitled "Winter Survival," which will give you additional information on a winter storm kit, automobile parts as lifesavers, prolonged exposure to cold, snowmobiling, winter weather warnings and wind chill factor comparisons, write to:

ROY LINN, SAFETY SPECIALIST
COOPERATIVE EXTENSION SERVICE
MONTANA STATE UNIVERSITY
BOZEMAN, MONTANA 59717

MAHPER ENDORSES IMMUNIZATION PROPOSAL

The MAHPER Executive Board, during the State Convention, endorsed the Department of Health and Environmental Sciences proposal to urge the passage of legislation which would create a statewide immunization requirement for all school children in Montana.

This action was taken when the following statistics were presented to the Board:

1. An estimated 80,000 children in Montana under age 15 are inadequately protected against one or more of the seven childhood diseases preventable by immunization.
2. Montana had the highest case rate in the nation for measles in 1977.
3. Montana is one of only six states and territories which do not have such statewide immunization laws.

The proposed law would require immunization against diphtheria, pertussis, tetanus, polio, rubella and rubeola and will be introduced during this legislative session.

CAREER EDUCATION: RESOURCES IN HEALTH, PHYSICAL EDUCATION, RECREATION AND OUTDOOR EDUCATION

Career education is considered by many teachers to be a responsibility of counselors. Since it is actually an effort to link classroom activities and concepts with the world outside of school, career education, in fact, is more a teacher function than a counselor one. PE teachers, through programs for teaching lifetime skills, has seen a need to link the classroom with the community and with life-roles, particularly leisure roles. One obstacle to fuller participation in this teaching approach has been a lack of useable classroom resources.

With the completion of a Career Education Resource Directory, the Office of Public Instruction is now prepared to provide more career oriented curriculum materials to Montana schools. For a copy of this directory and for materials of this nature, contact Pat Feeley, Career Education Consultant, by calling 449-3806 or the OPI hotline number, 1-800-332-3402.

Sample materials and journal articles in this area follow:

GUIDES/MANUALS

1. A Career in Physical Education: Grade 8. Daily Physical Education. University City School District, Mo.
2. Pre-Postsecondary Program. A Health Careers Curriculum. Kent State University, Ohio.
3. A Career in Coaching. University City School District, Mo.
4. Careers in Recreation and Sports. Canada, 1975.
5. Helping People Have Fun.
6. Creating the Hereafter for Physical Education, 1977.
7. Concepts and Careers in Physical Education, 1977.
8. Natural Resources and Career Awareness, A Teacher's Guide for Grades K-6.
9. A Tri-Curriculum Approach to Learning: Health Education - Social Studies - Career Education, Grades 1-6.
10. Secondary Career Education Activities: Health and Physical Education.

JOURNAL ACTIVITIES

1. "Career Education and Physical Education," Journal of Physical Education and Recreation, May, 1976.
2. "Athletic Trainers," Occupational Outlook Quarterly, Spring, 1974.
3. "Careers Utilizing Physical Education, Recreation and Health Interests," Illinois Career Education Journal, Autumn, 1973.
4. "So You Want to Teach Outdoors," American Biology Teacher, March, 1978.

SPECIAL OLYMPICS ACTIVITIES SCHEDULED

The Montana Special Olympics State Games will be held on the campus of the University of Montana in Missoula, May 16-17-18, 1979. Head Coach Gene Carlson of the University of Montana Grizzlies will serve as Games Director for the three day event. Competition for Montana's mentally retarded youngsters and adults will be held in track and field; bowling; volleyball; swimming; frisbees; and gymnastics. Over 1,100 athletes participated last year in Bozeman from more than 75 Montana communities.

A Montana Special Olympics State Basketball Tourney is scheduled for March 16-17, 1979 at the Charles M. Russell Fieldhouse in Great Falls. Twelve teams participated last year from ten Montana cities. Individual and team competition will be held. Soccer is also being introduced across Montana this fall as the newest sport in several communities. Promotion of Winter Games (including ice-skating, down-hill and cross-country skiing) will highlight the winter season to provide Montana's mentally and physically handicapped youngsters and adults a well rounded year-round opportunity to participate in many sports activities and recreational programs.

For further information, please write or call Don Byers, State Director, 801 2nd Avenue North, Great Falls, 59401, Phone 791-2272.

NORTHWEST DISTRICT
Convention Managers Report

Montana has been blanketed with snow much to the pleasure of many of us who have been looking forward to down hill and cross country skiing, snowmobiling, snowshoeing and other winter activities. Hopefully, the cold weather has not kept you from having an enjoyable winter season.

As you probably have been informed, Billings will be hosting the Northwest District Convention on April 12,13 & 14, 1979. We in Montana are thrilled to have the opportunity to conduct such an event. Our committee chairmen are working to make the Convention as accommodating as any in the past.

The Convention will be held at the Ramada Inn which is conveniently located at the western edge of Billings next to I 90 and is a 10 minute drive from the Airport. The staff at Ramada will be doing their best to making your stay in Billings enjoyable.

The Northwest Board of Directors met in Spokane last September and is presently making final arrangements for the Convention program. Keynote speakers who have been scheduled include: Dr. Mike Giammatteo, Deputy Director of the Motor Auditory, Visual and Enhancement Centers and the Sylvan Institute of Family Services. Dr. LeRoy Walker, Past President AAHPER, former Head Coach, United States Olympic Team. Dr. Gerald Brong, Director of Information Futures and Assistant Director, Washington State University Audio-Visual Center.

Dr. Giammatteo is the featured speaker for the First General Session Friday. The topic of his speech will be "Health Starts Inside Too!!....a tour of is, ought, could be, and why not?? Mike will also give a presentation on "Making Kids Winners and Classroom Technique".

Dr. Walker will conduct a Friday afternoon "Seminar on Coaching Track and Field" in addition to his keynote speech at the Convention Banquet "Sports, the International Communicator".

Dr. Brong who is a specialist on ways in which teachers can increase their effectiveness in communications will highlight the Second General Session with his talk on "Communications Takes More Than Technology".

Besides the above mentioned speakers, we have scheduled five to six sessions per hour of the Convention. Topics include sessions in Modern, Disco, Folk and Square dances, coaching , health education, outdoor education, special physical education, athletic administration, athletic training, risk recreation, leisure education and intramural programming.

A complete program and schedule will be mailed to you soon. Place April 12,13 & 14 on your calendar and come to Billings.

Dave Oberly
Convention Manager

MONTANA STATE UNIVERSITY
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

Summer Quarter Schedule - 1979

Course

Course No.	Title	Sec.	Cr.	Time	Instructor
	First Session June 18 - July 17				
Hlth 230	Drugs, Alcohol & Tobacco	11	3	9:00	Harmon
Hlth 240	Sex and Health Education	11	3	11:20	Harmon
Hlth 510	Program Design in Sex and Drugs	11	3	2:40	Serdahely
PE 530	Psychology of Sport	11	3	7:40	Agocs
PE 545	Human Performance Testing	11	3	11:10	Schwarzkopf
PE 550	Philosophy of Sport	11	3	9:00	Lowery
PE 570	Individual Problems	11	1-5	Arr	Staff
Hlth 580	Values Clarification in Health	11	3	12:20	Serdahely
	Second Session July 19 - August 17				
Hlth 221	First Aid	21	3	9:00	Behunin
Hlth 230	Drugs, Alcohol & Tobacco	21	3	1:30	Behunin
PE 506	PE for the Exceptional Child	21	3	7:40	Miller
PE 510	Community Recreation	21	3	9:00	Shirer
PE 535	Motor Development	21	3	11:10	Miller
PE 570	Individual Problems	21	1-5	Arr	Staff
	Both Sessions June 18 - August 17				
PE 512	Research in PE	01	4	10:00	Evans
PE 575	Professional Project	01	1-6	Arr	Staff
PE 590	Master's Thesis	01	3-9	Arr	Staff
	Workshops				
PE-C 145	Flycasting	01	2	7/23-25	Evans
PE 580	Outdoor Recreation Education (Shooting Sports, Orienteering, Backpacking)	01	2	6/11-15	Shirer

The 3rd Annual Montana Outdoor Recreation Education Workshop will be held June 11-15 at Camp Luccock, 15 miles south of Livingston. The Workshop will give the participants sufficient proficiency in two areas to enable them to teach these skills. The subjects this year are orienteering, survival skills, backpacking and environmental education. Trap and skeet instruction will be a bonus offered in the evening to those interested.

The price for 5 days lodging, food, instruction, all materials and two graduate credits (580) will be in the neighborhood of $115. The workshop is being co-sponsored by the Department of Health, Physical Education and Recreation, MSU, Montana Office of Public Instruction and Continuing Education, MSU, with assistance from Montana Fish and Game.

For further information, contact Curt Shirer, Recreation Coordinator.